

**ESL LEARNERS' USE OF METACOGNITIVE READING
STRATEGIES:
AN EXPLORATORY STUDY**

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ABSTRACT

This study investigated the ESL learners metacognitive awareness and reading strategies use of 80 Form Four of a secondary school in relation to language proficiency. Specifically, it examined the types and frequency of reading strategies used by the high and low language proficiency students and the differences between them. Additionally, the study attempted to find out the relationship between the ESL learners' overall language proficiency performance and their frequency of use of reading strategies of the overall and three sub-categories of reading strategies namely, global, problem- solving and support strategies. The research design is a cross sectional survey research which used the Survey of Reading Strategies (SORS) questionnaire developed by Mokhtari and Sheorey (2002). The independent variable was the language proficiency of the ESL learners and the dependent variable was the metacognitive awareness of ESL learners, measured in terms of their ratings of the three sub-categories of reading strategies. Data obtained from the questionnaire were analyzed using One-way ANOVA, independent sample t-test and Pearson's Product Moment Correlation Coefficient. The findings of this study revealed that the high and low language proficiency students were active reading strategy users. High language proficiency students used problem solving strategies with higher frequency than global and support strategies while low language proficiency students used problem -solving and support strategies with higher frequency than the global strategies. Next, the results seemed to suggest that high and low language proficiency students used somewhat similar frequency of overall, global, problem-solving and support strategies. Moreover, there was no significant relationship between the ESL learners' overall language proficiency performance and their frequency of use of overall, global, problem-solving and support strategies. This study also provides pedagogical implications and suggests area for future research.

ABSTRAK

Kajian ini dilakukan untuk menyiasat mengenai kesedaran metacognitif dan strategi membaca yang digunakan oleh 80 pelajar Tingkatan Empat yang merupakan pelajar yang menggunakan Bahasa Inggeris sebagai bahasa kedua. Secara khusus, kajian ini menyiasat perbezaan jenis and kekerapan strategi membaca yang digunakan oleh pelajar yang mempunyai kemahiran bahasa yang tinggi dan pelajar yang mempunyai kemahiran bahasa yang rendah. Tambahan juga, ia turut dijalankan untuk mengenalpasti hubungan di antara markah keseluruhan pelajar Tingkatan Empat dengan kemampuan dan kadar kekerapan penggunaan strategi membaca iaitu secara keseluruhan strategi dan strategi dalam tiga sub-categori membaca iaitu strategi global, strategi penyelesaian masalah dan strategi sokongan. Kajian ini adalah kajian tinjauan yang menggunakan borang kaji selidik yang diadaptasi dari Mokhtari and Sheorey (2002). Pembolehubah manipulasi bagi kajian ini ialah kemahiran bahasa para pelajar manakala pembolehubah bergerakbalas pula merupakan kesedaran metacognitif para pelajar Tingkatan Empat yang menggunakan Bahasa Inggeris sebagai bahasa kedua, yang mana ia diukur berdasarkan maklum balas mereka terhadap tiga sub-categori strategi membaca. Data yang diperoleh berdasarkan soalan kaji selidik tersebut dianalisa dengan menggunakan koefisien korelasi hasil darab Noman Pearson, ujian-t untuk dua kumpulan sampel tak bersandaran dan analisis varian (ANOVA) satu hala. Dapatan hasil kaji selidik ini menunjukkan bahawa pelajar yang mempunyai kemahiran bahasa yang tinggi and pelajar yang mempunyai kemahiran bahasa yang rendah merupakan pembaca yang aktif dan mereka menggunakan strategi membaca dengan aktif. Pelajar yang mempunyai kemahiran bahasa yang tinggi menggunakan strategi penyelesaian masalah dengan kadar yang lebih tinggi dan kerap berbanding strategi global dan strategi sokongan. Bagi pelajar yang mempunyai kemahiran bahasa yang rendah, mereka turut menggunakan strategi penyelesaian masalah dan strategi sokongan dengan kadar yang lebih kerap dan tinggi dibandingkan dengan strategi global. Walau bagaimanapun, berdasarkan analisis yang dijalankan, didapati pelajar yang mempunyai kemahiran bahasa yang tinggi dan pelajar yang mempunyai kemahiran bahasa yang rendah, keseluruhannya menggunakan semua strategi membaca dengan kadar dan kekerapan yang serupa. Tiada hubungan yang ketara dilaporkan di antara markah keseluruhan pelajar Tingkatan Empat dengan dengan kemampuan dan kadar kekerapan penggunaan strategi membaca iaitu secara keseluruhan strategi dan strategi dalam tiga sub-categori membaca iaitu strategi global, strategi penyelesaian masalah dan strategi sokongan. Kajian ini turut menyediakan implikasi pedagogi dan ia turut mengutarakan beberapa cadangan untuk kajian pada masa hadapan.

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